



SC Annual School Report Card Summary

Carolina School For Inquiry

Richland 1

Grades: K-5

Enrollment: 100

Principal: Victoria Dixon-Mokeba

Superintendent: Dr. Percy Mack

Board Chair: Wendy Brawley

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Below Average	Below Average	TBD	Not Met	N/A
2007	At-Risk	At-Risk	N/A	Not Met	N/A
2006	N/A	N/A	N/A	N/A	N/A

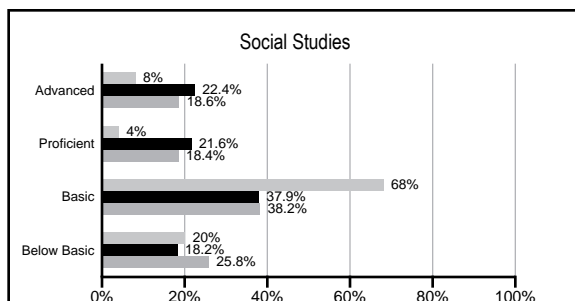
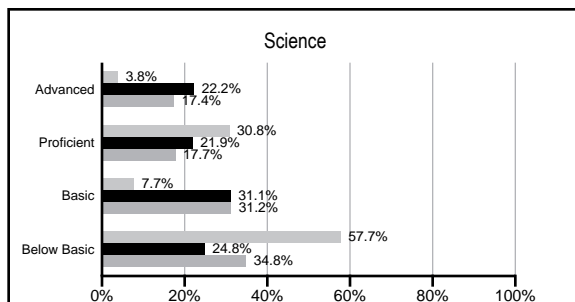
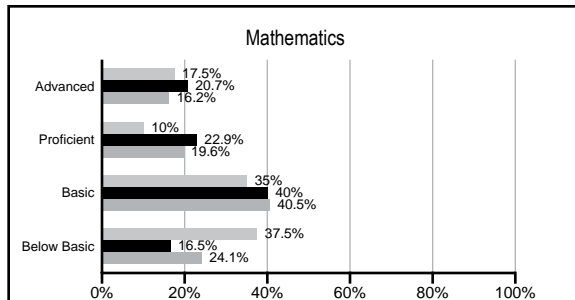
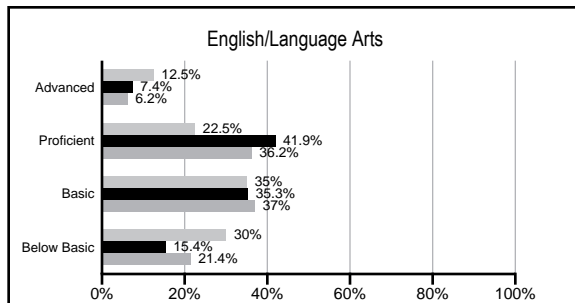
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	29	58	4	0

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

PACT PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Carolina School For Inquiry [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=100)				
Retention rate	2.2%	Up from 0.0%	2.1%	2.3%
Attendance rate	96.4%	Down from 97.6%	96.4%	96.3%
Eligible for gifted and talented	0.0%	No Change	12.6%	10.4%
With disabilities other than speech	6.5%	Up from 3.4%	7.6%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	100.0%	No Change	56.0%	56.7%
Continuing contract teachers	50.0%	Up from 40.0%	77.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.0%	86.4%
Teacher attendance rate	98.6%	Down from 98.9%	94.9%	94.9%
Average teacher salary	\$55,133	Up 11.8%	\$45,414	\$45,345
Classes not taught by highly qualified teachers	16.2%	Down from 16.4%	0.0%	0.0%
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	11.3 to 1	Down from 14.8 to 1	19.3 to 1	18.5 to 1
Prime instructional time	94.3%	Down from 96.0%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,548	N/A	\$6,448	\$7,052
Percent of expenditures for instruction*	69.0%	N/A	70.0%	69.1%
Percent of expenditures for teacher salaries*	62.3%	N/A	65.5%	64.2%
% of AYP objectives met	80.0%		89.5%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	5	25	10
Percent satisfied with learning environment	100.0%	96.0%	90.0%
Percent satisfied with social and physical environment	100.0%	95.8%	100.0%
Percent satisfied with school-home relations	60.0%	88.0%	90.0%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of the Carolina School for Inquiry is to teach a diverse population of children in an atmosphere of kindness that encourages active inquiry, fosters individual growth and promotes respect for self, others, and the world in which they live. We are in our second year as a public charter school. While we have faced many challenges, we have improved the quality of our educational programs and our community support network. This year we focused on the intentionality of our teaching methods and engagements. We met weekly to discuss the outcomes of the learning that was taking place in our learning communities. Our conversations were always focused on student learning and student achievement reflecting on ways to grow each child.

In an inquiry standards-based learning environment, the emphasis is on learning and continual progress. In order for each child to develop a clear sense of what they know and need to know, Carolina School for Inquiry uses standards-based report cards and narrative report cards to inform students and families how they are doing in specific areas related to social sciences, reading, writing, and math. This method of reporting emphasizes "learning" or "earning." A key advantage to our reporting system is to provide specific feedback so that parents can purposefully work with their children at home, and to support the school's effort in enabling the student to reach proficiency or to reinforce the school's effort to move students beyond proficiency to advanced levels of understanding. Students are assessed as individuals, socially and academically. Each child in grades K-5 has shown at least a year's growth in a year's time. Students were assessed formally three times last year using the Dominie Reading Assessment. This assessment gave teachers a good basis for what each child was able to do and provided a means for the teachers to intentionally meet student needs in weak areas. We also used Study Island, a formal on-line assessment of mathematics. Both assessments were used to drive instruction and to intentionally meet the needs of individual students. As a reflective group of educators we understand the importance of PACT. The staff designed a non-threatening, intense 6-week PACT Academy for students in grades 3-5. The goal was to teach testing as a genre and to provide students with the necessary tools to perform successfully on the PACT. The academy did not replace the continual authentic learning that happened throughout the school year.

For 2008-09 we have installed SMART Boards in each learning community. This technology will only enhance the great learning that is already taking place at CSI. We have also formed more partnerships with the University of South Carolina and South Carolina State University. Our school will be part of a 3-5 year longitudinal study that focuses on culturally relevant pedagogy as it relates to teaching and learning for all students and their families. Our parent group Friends of CSI (FOCSI) is truly the nucleus of our school. FOCSI has purchased our school sign, sponsored many field experiences for our students, hosted a Back to School Bash, sponsored summer ice cream and hot dog socials, provided two Fish Fries for the community, sponsored our yearly community May Fest, and has outfitted our media center. CSI is on the move!

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